

Big Idea: Government and Civics

The study of government and civics allows students to understand the nature of government and the unique characteristics of American democracy, including its fundamental principles, structure, and the role of citizens. Overarching concepts for the study of government and civics include: People form governments to establish order, provide security, and accomplish common goals; the Constitution of the United States establishes a government of limited powers that are shared among different levels and branches; and all citizens of the United States have certain rights and responsibilities as members of a democratic society.

Academic Expectations

2.14 Students understand the democratic principles of justice, equality, responsibility, and freedom and apply them to real-life situations.

2.15 Students can accurately describe various forms of government and analyze issues that relate to the rights and responsibilities of citizens in a democracy.

Enduring Knowledge – Grade 5 Understandings

Students will understand that

KDE SS staff will develop understandings as per our phone call January 9th

Students will understand

- The Constitution of the United States embodies the purposes, values, and principles of American democracy.
- The early foundations of democracy in the United States.
- The Constitution of the United States established a government with limited powers that are shared across levels and branches.
- The rights and roles of citizens as members of a democratic society.
- The importance of civic participation as members of a democratic society.
- The basic purposes (e.g., to protect the rights of individuals, to promote the common good) and functions (e.g., make, carry out, and enforce laws; manage conflicts, provide national security) of the United States Government.
- The United States is one nation and that it interacts with every other nation in the world.

Question: what is the format...complete sentences, use of that...

NOTE – CCA Assumptions moved to Big Idea descriptions for all strands

Grade 5 Skills and Concepts

Students will

1. **demonstrate an understanding** (e.g., speak, draw, write, demonstrate) **of the nature of government** by exploring, describing, and explaining:
 - a) basic functions of the United States government as defined in the Preamble to the U.S. Constitution (to establish justice, to ensure domestic tranquility, to provide for the common defense, to promote the general welfare, to secure the blessings of liberty) and explain their significance today
 - b) examples of how democratic governments function to promote the “common good” (e.g., making, enacting, enforcing laws that protect rights and property of citizens)
2. **describe the basic duties of three branches of government** (executive, legislative, judicial); explain why framers of the Constitution felt it was important to establish a government with limited powers (e.g., among different branches, and among different levels - local/state/federal)
3. **explore rights and responsibilities** in order to:
 - a) describe and give examples of specific rights guaranteed all citizens of the United States by the Bill of Rights (e.g., freedom of religion, freedom of speech, freedom of press)
 - b) describe, give examples, and explain the importance of responsibilities of citizens as members of democratic society (e.g. voting, community service, paying taxes);
 - c) find examples of roles/responsibilities in current events/news (e.g., TV, radio, Internet stories)
4. use a variety of print and non-print sources (e.g., books, documents, interviews, observations, questions) to **investigate, explain, and answer questions about basic democratic principles** (e.g., justice, equality, responsibility, freedom version 1.0 1/08/06 found in historical documents (e.g., Kentucky and U.S. Constitution, Declaration of Independence) and explain their significance today

used related CCA language

Underlining = new to this grade level/first time introduced in POS
This shows how one grade build upon the last

NOTE – at what grade level does KDE suggest use of primary and secondary sources? With references to historical documents, it might be good to begin at grade 5 to promote visits to museums, historical societies, etc. to see primary source documents

Related KY CCA and Instructional Support Materials:

SS-05-1.1.1, SS-05-1.1.2, SS-05-1.2.1, SS-05-1.2.2, SS-05-1.3.1, SS-05-1.3.2

Draft Social Studies POS

| Grade 5 Social Studies | Documentation Notes/Comments |
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| <p>Big Idea: Culture and Society Culture is the way of life shared by a group of people, including their ideas and traditions. In America’s multicultural society, students need to understand that culture influences viewpoints, social rules, and social institutions. Overarching concepts for the study of culture and society are: culture is a system of beliefs, knowledge, institutions, tradition, and skills shared by a group; social institutions (government, economy, education, religion, family) respond to human needs, structure society, and influence behavior within different cultures; and social interactions among individuals and groups assume various forms (compromise, cooperation, conflict, competition).</p> <p>Academic Expectations 2.16 Students observe, analyze, and interpret human behaviors, social groupings, and institutions to better understand people and the relationships among individuals and among groups. 2.17 Students interact effectively and work cooperatively with the many ethnic and cultural groups of our nation and world.</p> | |
| <p>Enduring Knowledge – Grade 5 Understandings <i>Students will understand that</i> KDE SS staff will develop understandings as per our phone call January 9th</p> | <p>NOTE – CCA Assumptions moved to Big Idea descriptions for all strands</p> |
| <p>Grade 5 Skills and Concepts <i>Students will</i></p> <ol style="list-style-type: none"> demonstrate an understanding of the nature of culture by exploring, describing, and <u>comparing</u> (e.g., speak, draw, write, sing, create, demonstrate) cultural elements (e.g., beliefs, traditions, languages, skills, literature, the arts) of diverse groups: <ol style="list-style-type: none"> Native Americans and English colonists in the early settlement of the United States <u>immigrants who came to America long ago and immigrants who come to America today</u> investigate social institutions in relation to how they respond to different human needs; and explain how social institutions throughout the history of the <u>United States</u> (family, government, economy, education, religion) have responded to human needs identify and explain reasons for forms of interactions (compromise, cooperation, conflict, competition) <u>that occurred between individuals/groups throughout the history of the United States</u> (e.g., Native Americans and <u>European explorers; Britain and its thirteen colonies</u>; and explain or give examples of how communications between groups can be influenced by cultural differences. <u>give examples of or role play conflicts between individuals or groups and describe appropriate conflict resolution strategies</u> (e.g., <u>compromise, cooperation, communication</u>) find examples of cultural events, <u>including non-western cultures within the United States</u>, in current events/news and a variety of print and non-print sources (e.g., stories, books, interviews, observations, <u>news media</u>) | <p>The related CCA language used to develop the Skills & Concepts section</p> <p>KDE recommendation – add non-western cultures – is this appropriate here at grade 5?</p> <p>Increased rigor –Higher ed recommendation</p> <p>Included in <i>Global Education Checklist</i> –Knowledge 4l, 4d and f</p> |
| <p>Related KY CCA and Instructional Support Materials: SS-05-2.1.1, SS-05-2.2.1, SS-05-2.3.1, SS-05-2.3.2</p> | |

Draft Social Studies POS

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| <p>Big Idea: Economics</p> <p>Economics includes the study of production, distribution, and consumption of goods and services. Students need to understand how their economic decisions affect them, others, and the nation as a whole. Overarching concepts for the study of economics include: the basic economic problem confronting individuals and societies is scarcity (imbalance between unlimited wants and limited resources available for satisfying those wants); to deal with the problem of scarcity, people and societies create economic systems and institutions; markets are institutional arrangements that enable buyers and sellers to exchange goods and services; and all societies deal with questions about production, distribution, and consumption.</p> <p>Academic Expectations</p> <p>2.18 Students understand economic principles and are able to make economic decisions that have consequences in daily living.</p> | |
| <p>Enduring Knowledge – Grade 5 Understandings</p> <p><i>Students will understand that</i></p> <p>KDE SS staff will develop understandings as per our phone call January 9th</p> | <p>NOTE – CCA Assumptions moved to Big Idea descriptions for all strands</p> |
| <p>Grade 5 Skills and Concepts</p> <p><i>Students will</i></p> <ol style="list-style-type: none"> demonstrate an understanding of the nature of limited resources and scarcity, using a variety of print and non-print resources to investigate <u>questions</u> and explain how individuals and groups in regions of <u>the United States</u> make economic decisions based on their limited productive resources (natural, human, capital) investigate how people deal with scarcity by learning about banks (e.g., read, visit, play money games): <ol style="list-style-type: none"> <u>identifying banks as economic institutions</u> explaining the roles banks play in helping people deal with scarcity (e.g., loan money, save money, <u>lines of credit, interest- bearing accounts</u>) <u>describing and giving examples of the free enterprise system in the United States</u> demonstrate an understanding of markets by explaining how goods and services are/were exchanged; describing how markets have changed over time throughout the history of the United States; and making <u>connections between economic conditions and major events in United States) history</u> work individually and with others, using a variety of resources to: <ol style="list-style-type: none"> investigate and trace how the production and distribution of goods and services have changed over time, throughout the history of the United States (e.g., draw, chart, write) and <u>make connections between and among major historical events</u> describe examples of specialization; explain how it promotes trade between places and regions of the United States; and <u>how an increase in specialization has impacted the production of goods in the United States</u> | <p>The related CCA language used to develop the Skills & Concepts section</p> <p>Increased rigor–Higher ed recommendation</p> <p>CCA language – is this the best way to say this?</p> <p>KDE recommendation – old POS has economic conditions tied to events</p> |
| <p>Related KY CCA and Instructional Support Materials:</p> <p>SS-05-3.1.1, SS-05-3.2.1, SS-05-3.3.1, SS-05-3.3.2, SS-05-3.4.1, SS-05-3.4.2</p> | |

Draft Social Studies POS

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| <p>Big Idea: Geography</p> <p>Geography is the study of people, places, and environments. Students need geographic knowledge to understand the world and their relationship to it. A geographic perspective also enables students to better understand the past and present and to prepare for the future. Overarching concepts for the study of geography include: patterns on Earth's surface can be identified by examining the location of physical and human characteristics, how they are arranged, and why they are in particular locations; Earth is vastly complex with each place on its surface having human and physical characteristics and to deal with this complexity, people create regions; patterns emerge as humans move, settle, and interact on Earth's surface; and human actions modify the physical environment and, in turn, the physical environment limits or promotes human activities.</p> <p>Academic Expectations</p> <p>2.19 Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.</p> | |
| <p>Enduring Knowledge – Grade 5 Understandings</p> <p><i>Students will understand that</i></p> <p>KDE SS staff will develop understandings as per our phone call January 9th</p> | <p>NOTE – CCA Assumptions moved to Big Idea descriptions for all strands</p> |

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| <p>Grade 5 Skills and Concepts <i>Students will</i></p> <ol style="list-style-type: none"> 1. demonstrate an understanding of patterns on the earth's surface, using a variety of geographic tools (e.g., maps, globes, mental maps, charts, graphs, Internet) to: <ol style="list-style-type: none"> a) locate and describe major landforms, <u>major</u> bodies of water, <u>climates</u>, <u>vegetation</u>, and natural resources located in regions of the United States b) locate, in absolute and relative terms, major landforms and bodies of water <u>in the United States</u> c) <u>analyze and compare patterns of movement and settlement in the United States</u> 2. use print and non-print resources (e.g., books, films, children's magazines, Internet, geographic tools) to investigate regions of the Earth's surface (e.g., speak, draw, write, map) to: <ol style="list-style-type: none"> a) explain relationships between and among physical characteristics of regions (e.g., landforms, bodies of water, climates, vegetation) and decisions about where things are located (e.g. house, factory, store, playground, park, bridge, dam) b) <u>explain relationships between and among different factors in one location having an impact on other locations (e.g., natural disasters, human impact on environment)</u> c) <u>locate and compare places and regions in the U.S.</u> by their human characteristics (e.g., language, religion, political and economic systems, population distribution, housing) and physical characteristics (e.g., climate, landforms, soils, vegetation, bodies of water). d) explain patterns of human settlement in regions of the United States and explain relationships between these patterns and the physical characteristics of the regions (e.g., climate, landforms, soils, vegetation, bodies of water) e) use examples to demonstrate how advances in technology (e.g., dams, reservoirs, roads, air conditioning, irrigation) have allowed people to settle in places previously inaccessible in <u>the United States</u> 3. investigate how human actions can modify the physical environment by: <ol style="list-style-type: none"> a) using examples to explain how people modified the physical environment (e.g., dams, roads, bridges) to meet their needs during the early settlement of <u>the United States</u> b) describing the physical environment (e.g., mountains as barriers or protection, rivers as barriers or transportation) during the early settlement of <u>the United States</u> and explain ways it both promoted and restricted human activities c) <u>compare and contrast the use of land from different perspectives (e.g., farming, industrial, residential, recreational)</u> | <p>The related CCA language used to develop the Skills & Concepts section</p> <p>Increased rigor for Primary –Higher ed recommendation</p> |
| <p>Related KY CCA and Instructional Support Materials: SS-05-4.1.1, SS-05-4.1.2, SS-05-4.1.3, SS-05-4.1.4, SS-05-4.2.1, SS-05-4.3.1, SS-05-4.3.2, SS-05-4.4.1, SS-05-4.4.2, SS-05-4.4.3</p> | |

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| Grade 5 Social Studies | Documentation Notes/Comments |
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| Big Idea: Historical Perspective History is the interpretation of events, people, ideas, and their interaction over time. In order for students to understand the present and make plans for their future, they must understand the past. Overarching concepts for the study of historical perspectives include: history is an account of human activities that is interpretive in nature; and the history of the United States is a chronicle of a diverse people and the nation they formed. Academic Expectations 2.20 Students understand, analyze, and interpret historical events, conditions, trends, and issues to develop historical perspective. | |
| Enduring Knowledge – Grade 5 Understandings <i>Students will understand that</i> KDE SS staff will develop understandings as per our phone call January 9th | NOTE – CCA Assumptions moved to Big Idea descriptions for all strands |

Draft Social Studies POS

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| <p>Grade 5 Skills and Concepts <i>Students will</i></p> <ol style="list-style-type: none"> demonstrate an understanding of the interpretative nature of history using a variety of tools (e.g., primary and secondary sources, artifacts, Internet, diaries, timelines, maps) to: <ol style="list-style-type: none"> investigate and chronologically describe major events in <u>United States</u> history (e.g., using timelines, charts, fictional and report writing, role playing) explain and draw inferences about the importance of <u>major events in United States</u> history examine cause and effect relationships <u>and identify examples of multiple causes of major historical events</u> explain why different groups of people explored and settled in Kentucky; and how that creates diversity in a state use print and non-print resources (e.g., books, films, children's magazines, Internet) to answer questions about, locate examples of, compare/contrast, or interpret: <ol style="list-style-type: none"> factual and fictional accounts of major historical events and people in United States history change over time (e.g., transportation, communication, education, technology, lifestyles and conditions) throughout <u>United States</u> history <u>compare reasons (e.g., freedoms, opportunities, fleeing negative situations) immigrants came to America long ago with why immigrants come to America today</u> historical concepts or events in terms of symbols, songs, historical documents, landmarks, holidays <u>and selected readings related to the history of the United States (e.g., American Flag, Statue of Liberty, the Star-Spangled Banner, Veteran's Day, Dr. Martin Luther King's speech: <i>I Have a Dream</i>)</u>; and explain their historical significance <u>describe significant historical events in each of the broad historical periods and eras in U.S. history (Land and People before Columbus, Age of Exploration, Colonization, War for Independence, the Young Republic, Westward Expansion, Industrial Era, Twentieth Century)</u> <p>#3. alternative – investigate and find patterns across different historical periods in U.S. history (e.g., looking at similarities and differences in causes and effects of conflicts, events, diversity of people and cultures; or compare major events/conflicts/culture of one period to the present)</p> | <p>The related CCA language used to develop the Skills & Concepts section</p> <p>Increased rigor for Primary –Higher ed recommendation</p> <p>IMPORTANT - KDE concern about too much content for grade 5 to cover – KDE might want to identify and limit POS to particular <u>major historical</u> events from major time periods in US history, so depth of learning is possible – such as:</p> <ul style="list-style-type: none"> major conflicts –causes and effects/ resulting changes major people and the ideas they stood for major related documents – listed in Gov/civics related cultural/social influences – e.g., immigration <p>I've tried to insert places in other strands that could be "limited" to major historical events --- the purpose is not to learn the dates/places/specifics, but to generalize about underlying concepts</p> <p>#3, as related to the CCA language is huge – what is the rational for describing these events throughout all of these historical periods? KDE may want to use these periods to identify major events/people/events from each as the focus</p> <p>I suggest a teachable alternative in the second #3 – more about the big ideas BETTER YET – why not split these periods of history across grades 5 and 6? Grade 6 is very "History lite" in terms of CCA so to speak – shouldn't grade 6 include 20th century at least?</p> |
| <p>Related KY CCA and Instructional Support Materials: <u>SS-05-5.1.1, SS-05-5.1.2, SS-05-5.2.1, SS-04-5.2.3, SS-04-5.2.4, SS-05-5.2.5</u></p> | |

